DOCUMENT RESUME

ED 366 317 IR 016 518

AUTHOR	Muffoletto, Robert, Ed.; Knupfer, Nancy Nelson, Ed.
TITLE	Computers in Education: Social, Political, and Historical Perspectives. Media Education Culture Technology.
REPORT NO	ISBN-1-881303-59-4
PUB DATE	93
NOTE	261p.
AVAILABLE FROM	Hampton Press, Inc., 23 Broadway, Cresskill, NJ 07626 ($42.50 cloth; $18.95 paper).
PUB TYPE	Books (010) -- Collected Works - General (020)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Computer Managed Instruction; *Computer Uses in Education; Curriculum Development; Distance Education; *Educational Media; *Educational Technology; Elementary Secondary Education; Higher Education; Instructional Design; *Social Influences
IDENTIFIERS	Historical Background

ABSTRACT

This book is a collection of new works that inquire into the nature of media and technology as found and practiced in the social world of schooling. It creates a forum for investigating the social, institutional, historical, and epistemological relationships between media, education, culture, and technology. Contributions to the book include: (1) "Social Science, Social Movements, and the Production of Educational Technology in the U.S." (Thomas S. Popkewitz and David S. Shutkin); (2) "Education as Marketplace" (Howard Besser); (3) "Technology in Education: An Historical Perspective" (Alfred Bork); (4) "The Expert Teaching Machine: Unpacking the Mask" (Robert Muffoletto); (5) "The Mythical Anxieties of Computerization: A Barthesian Analysis of a Technological Myth" (Andrew R. J. Yeaman); (6) "Educational Technology, Curriculum Theory, and Social Foundations: Toward a New Language of Possibility" (J. Randall Koetting); (7) "Instructional Design and Human Practice: What Can We Learn From Grudy's Interpretation of Habermas' Theory of Technical and Practical Human Interests?" (Michael J. Streibel); (8) "Teachers and Educational Computing: Changing Roles and Changing Pedagogy" (Nancy Nelson Knupfer); (9) "Reading Educational Computer Programs" (Ann DeVaney); (10) "Aesthetics and the Social Production of Computer Graphics" (Kerry Freedman); (11) "A Learning Drama Approach to Using Computers with At-Risk Students" (Stanley Pogrow); (12) "Economic, Political, and Social Considerations in the Use of Global Computer-Based Distance Education" (Marina Stock McIsaac); and (13) "Computers and Copyright Concerns" (Landra L. Rezabek). The book contains a prologue about the contributing authors. References accompany each contribution. (TMK)

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